



**OFFICE FOR STANDARDS
IN EDUCATION**

ACTION PLANNING FOR SCHOOL IMPROVEMENT

May 2001

OFFICE OF HER MAJESTY'S CHIEF INSPECTOR OF SCHOOLS

© Crown copyright 2001

**Office for Standards in Education
33 Kingsway
London
WC2B 6SE**

Tel: 020 7421 6800

This report may be produced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are produced verbatim and without adaptation and on condition that the source and date thereof are stated.

This document replaces *Planning Improvement: Schools' post inspection action plans* (OFSTED 1995) published by TSO.

This document is only available from the OFSTED web site: www.ofsted.gov.uk.

ACTION PLANNING FOR SCHOOL IMPROVEMENT

GUIDANCE FOR SCHOOLS AND LEAs

1. All schools have to prepare an action plan following a Section 10 inspection. An inspection will identify the school's strengths and weaknesses. The weaknesses must be addressed if the school is to improve the quality of education it provides for its pupils. The main areas that need to be improved are organised in the inspection report under the heading "what the school should do to improve further?" These are the key issues for action. The action plan sets out how the school will address these issues.

2. This document replaces guidance previously issued about writing an action plan.. Schools requiring special measures and those with serious weaknesses have also received guidance in OFSTED publications: 'From Failure to Success' and 'Lessons learned from special measures'. DfEE Circular 6/99, 'Schools Causing Concern', details what is needed in action plans and tells LEAs what their statements of action and commentaries should contain. (*See Appendix A: Useful publications*)

Preparing an action plan

3. Producing an effective action plan which gives a clear agenda for a school's improvement is a key factor in determining the school's rate of progress. In 'Lessons learned from special measures' some guiding principles are given. These are:

- check each key issue against its main finding and report section;
- be honest about the school's present capabilities and its capacity to move ahead by itself and/or with external support;
- use staff expertise in a realistic way, drawing on strengths and acknowledging shortcomings;
- assign responsibilities for ensuring action takes place;
- assess the resources required;
- set realistic timescales;
- be clear about how progress will be assessed;
- make sure that the action plan is fully implemented.

4. It is crucial that an action plan is a useful concise and effective management tool that guides the school in bringing about improvement, providing an agenda, a timetable and a check list.

Some priorities

5. The most successful action plans are likely to concentrate on improving:
- the leadership provided by the headteacher and key staff, including governors, with particular emphasis on their strategies for raising standards;
 - levels of attainment and the rate of pupils' progress;
 - management, including pastoral care of pupils/staff, communication, financial planning, control and administration;
 - systems to monitor and evaluate the school's performance;
 - the pupils' behaviour, attitudes and work habits;
 - the planning and organisation of lessons;
 - the challenge and pace of teaching;
 - the quality and range of opportunities for learning, including the development of policies, schemes of work, curricular planning, and assessment, recording and reporting;
 - resources to address the above.

Illustrative example - a primary school in special measures

Action planning begins the moment the Registered Inspector presents the oral feedback to the governing body. It is also important to act quickly and decisively to begin to improve the school. Where the quality of leadership is weak, weaknesses must be addressed with urgency if the action plan is to be implemented successfully.

In one particular primary school in special measures, inspected in 1999, the plan has a strong sense of urgency. A number of important actions to improve the quality of leadership and management are taken within three months by members of the acting senior management team. Targets are clear, success criteria relate to raising standards and the LEA is involved in the evaluation of progress, making a presentation to the governing body.

KEY ISSUE 1 <i>Improve the quality of leadership and management</i>					
PRIORITY 1a <i>Ensuring the provision of a strong senior management team and staff capable of ensuring higher standards</i>					MONITORING General Adviser
TARGETS 1. <i>A strong secure senior management team is in place.</i> 2. <i>The leadership and senior management team enables the school to improve the standards of education for pupils.</i> 3. <i>A revised management structure is in place.</i> 4. <i>The roles of staff, particularly senior managers are clearly defined, evenly spread, appropriate and related to school improvement.</i> 5. <i>The roles and responsibilities of curriculum co-ordinators are clarified and include monitoring and assessment of attainment and progress.</i> 6. <i>Strategies are in place for raising standards of attainment.</i> 7. <i>Strategies are in place for monitoring and evaluating teaching and learning.</i>					SUCCESS CRITERIA <i>Experienced temporary managers in place to a revised structure by November 1999 and permanent appointments of senior staff are made for the start of 2000-2001 school year.</i>
ACTION					
TASKS		STAFF RESPONSIBLE	TIME SCALE	RESOURCES	<i>The work of SMT is clearly defined and focused on monitoring curriculum planning, improving the quality of teaching and raising standards of attainment.</i> <i>The quality of teaching improves and is satisfactory or better in at least 90% of lessons by Summer 2000 school year and 100% satisfactory by the Summer 2001.</i> <i>Standards rise to reach the targets set for 2000 and 2001.</i> <i>Staff and parents are confident in SMT as effective managers.</i> <i>The school makes at least satisfactory progress on the identified key issues when monitored by HMI.</i> <i>Governors monitor effectively through a clearly defined process and can identify areas of progress and improvement.</i>
a.	<i>Secure temporary SMT leading to a permanent structure</i>	LEA and governors	Nov 1999		
b.	<i>Review school structure, roles and responsibilities and appoint to vacancies within a coherent structure</i>	Acting HT	Jan 2000 temporary Sept 2000 permanent	Management time	
c.	<i>Review job descriptions and define the key tasks focussing on school improvement</i>	Acting HT	Jan 2000	1-1 meetings with staff	
d.	<i>Construct a plan for monitoring and train staff to undertake their monitoring roles</i>	Acting DHT	Jan 2000	Staff meetings and guidance	
e.	<i>Prepare a staff professional development plan including support for induction and drafting a staff handbook</i>	Acting DHT	Jan 2000	Management time	
f.	<i>Introduce a planned programme of meetings and systems of communication of outcomes to ensure effective implementation of decisions</i>	Acting HT Acting DHT	Dec 1999 on-going	Staff, phase and SMT meetings	
g.	<i>Develop and implement a process for co-ordinators to produce an annual Action Plan outlining targets, planned developments, budget proposals and monitoring and evaluation procedures.</i>	Acting DHT	March 2000	Staff briefing and support	
h.	<i>Systematically and rigorously monitor the quality of teaching and curriculum planning.</i>	Acting HT, DHT and curriculum co-ordinators	Dec 1999 start	Release time for co-ordinators	
MONITORING					
<ul style="list-style-type: none"><i>Agenda items at reporting at SMT meetings to provide an update on progress on time related tasks to the acting headteacher.</i><i>Presentation of school monitoring reports to governors each term on progress made in respect of each key issue.</i>					<i>LEA annual review of progress presented to governors.</i> <i>School self evaluation presented to governors</i>

Schools causing concern

6. When a school requires special measures, the action plan should have a timetable which brings about rapid improvements so that the school will be removed from special measures as soon as possible and within two years. It should also sense that the school has the capacity to continue to improve. The school must submit its plan to the DfEE and OFSTED within 40 working days of receiving the inspection report.

7. When a school has serious weaknesses, the action plan should include a timetable designed to remove the causes of the serious weaknesses within one year of the receipt of the report. The plan must be sent directly to OFSTED within 40 working days of receipt of the inspection report.

8. For schools requiring special measures and those with serious weaknesses, the LEA must submit a statement of action which says what it will do to help the school improve. The LEA must also prepare a commentary on the action plan of a school in special measures.

9. DfEE Circular 6/99: Schools Causing Concern, says that each school's action plan should state:

- what is to be done (in terms of clear and specific actions);
- who is to do it (who is responsible for ensuring the action takes place and who else is involved);
- when it will be done;
- what resources are required (in particular how the school intends to use Standards Fund Grant, including funding for teacher development);
- success criteria (quantitative targets where possible) against which progress will be judged;
- how progress will be monitored (by whom, when and how);
- how progress will be evaluated (by whom, when and how).

Guidance on producing an action plan

10. Those preparing an action plan should consider a number of questions about each section. There is no one correct format for an action plan; whatever format is chosen must make the plan easy to use.

The process of developing an action plan

11. The process of producing the action plan is important in bringing staff and governors together to plan for improvement. Some of the principles of more effective action planning are as follows:

- begin to think about producing the action plan once the oral feedback is given by the Registered Inspector;
- set up a steering committee to oversee the development of the plan, involving some members of the governing body;
- for schools in special measures and for those with serious weaknesses, using the LEA's advice and working alongside officers/advisers to produce the plan and be familiar with the LEA's statement of action to support the school. Remember that the LEA is likely to have been involved in producing many action plans and that this experience and expertise should be worth tapping;
- involve all key personnel in the production of the plan, including teaching and non-teaching staff, co-ordinators and subject leaders and governors. Remember that the plan is the responsibility of the appropriate authority which is usually the governing body;
- produce a time-line showing key points of activity - when actions begin, key milestones or review points to monitor and evaluate progress, and reporting points to the governing body;

12. The LEA is required to comment on the action planning process. The extract below gives an example of documents from an LEA commentary.

An example of an LEA working with an infant and nursery school with serious weaknesses

The action plan has been constructed as a corporate exercise by the headteacher, staff and governors of the school with the support from the LEA's link inspector. Planning commenced in detail after the oral feedback, since when the process has involved staff meetings, detailed planning by the management team, advisory visits from the link inspector and senior area inspector, and meetings of the strategic planning/development committee of the governing body. Governors have liaised with staff, parents and some pupils in effective planning and have produced an action plan within the required timescale.

The LEA's Advisory and Inspection Service provided the school with advice which takes account of HMI monitoring reports on effective school action plans and, following scrutiny of the school's draft plan, made particular suggestions about how it could be sharpened and improved. The school responded positively to this advice which covered a range of matters including effective arrangements for monitoring and evaluating progress and the identification of appropriate success criteria.

Key Issues for action (what should the school do to improve further?)

13. The plan should cover all the key issues in the inspection report. The key issues for action are usually written in the report in order of priority. The first key issue is likely to be the one which relates most directly to raising attainment. Successful action plans usually recognise the priority given by the registered inspector to the issues for improvement. Sometimes, key issues will be complex and need to be broken down into strands in order to be addressed effectively. The example below illustrates such a key issue.

Improve leadership and management at all levels by:

- Identifying strategies which will provide clear goals for the achievement of the school's targets for attainment;
- Increasing governors' contribution to the monitoring of standards and quality; and
- Developing more effective links between senior and middle managers.

Are all key issues in the inspection report being covered?

Are there any other issues identified in the report that need to be addressed?

Is it clear which are the most important key issues and what the priorities are?

14. One secondary school divided the key issues into strands, or targets, retaining the original order and wording of the key issue and introducing a useful notation system for ease of reference.

Key Issue 1: to improve leadership and management at all levels

Objective	Actions	Lead person	Timescale from to	Resources	Monitoring (who, when, how)	Evaluation	Success criteria
1.1 identifying strategies which provide clear goals for the achievement of the school's targets for attainment	<p>(i) restate and reinforce mission statement and development priorities through documentation, staff meetings and INSET days and information to parents</p> <p>(ii) ensuring that main targets (literacy, numeracy, KS3 SATs and GCSE) are clear and corporate across the school</p>	<p>HT</p> <p>Assessment co-ordinator</p>	Apr 99 - March 2000 reviewed termly with departments	<p>Reprographics and time cost of reviewing and reprinting revised documents (20 hours). Time for staff briefings (3 hours)</p> <p>INSET costs for HoDs + costs of developing Lit & Num policies £250 from Standards fund to part INSET day.</p>	<p>Governing body via HT reports and documents</p> <p>GB via standing item on GB agenda</p>	<p>Senior staff team (SST)</p> <p>SST and governors via half-termly written reports</p>	<p>School meets agreed targets of 32% 5+ A*-C at GCSE & av. points score of 32 by July 00 45% achieve level 5+ in maths KS3 in May 2000</p> <p>45% achieve level 5+ in Sci KS3 in May 2000 56% achieve level 5+ in Eng KS3 in May 2000.</p>
1.2 Increasing governors' contribution to the monitoring of standards and quality	<p>(i) review monitoring role of governors - agree and implement new protocols and documentation for governor visits and observations</p> <p>(ii) governors undertake visits to departments and classroom observations as the start of a continuing monitoring programme.</p> <p>(iii) governors review and evaluate visits by end of summer term and establish visits programme for autumn and spring terms.</p> <p>(iv) governors establish and implement clear procedures to monitor delivery of the agreed action plan.</p>	<p>HT</p> <p>Link governor co-ordinator</p> <p>Link governor co-ordinator</p> <p>Chairman of governors</p>	<p>May 99 - Apr 99 review termly</p> <p>Mar 99 - July 99</p> <p>Apr 99 - July 99</p> <p>Apr 99 - Mar 2000 review half-termly</p>	<p>Meeting time for governor training. GB buy into LEA GB programme for 99/00 via Standards fund cost - £490</p> <p>Time for individual governor visits</p> <p>Meeting time (6 hours)</p> <p>Meeting time (6 hours)</p>	<p>GB via standing item on GB agenda</p> <p>GB via standing item on GB agenda</p> <p>GB via standing item on GB agenda</p> <p>LEA adviser + GB via standing item on GB agenda</p>	<p>SST via half termly review meeting with HT</p> <p>SST reviews monitoring work of GB each half-term</p> <p>SST via half-termly review meeting with HT</p> <p>SST via half-termly review meeting with HT</p>	<p>Governor visits are half-termly, structured and part of the evaluation and review process</p>
1.3 Developing more effective links between senior and middle managers	<p>(i) review and revise management structure</p> <p>(ii) HT and DH have timetabled weekly meetings with HoD science and maths</p> <p>(iii) all departments have</p>	<p>HT</p> <p>HT & Dep H (curriculum)</p> <p>Link SMT</p>	<p>Mar 99 - Apr 99</p> <p>Mar 99 - Jul 99</p> <p>Apr 99 - Mar</p>	<p>Time for meetings and consultations</p> <p>1 hr meeting per week per subject</p> <p>1 hr meeting per team per</p>	<p>SMT at weekly meetings</p> <p>Link govs (Ma and Sci)</p>	<p>SST via half-termly report to governors</p> <p>SST as above</p> <p>SST as above</p>	

	<i>termly meeting between HoD and link SMT member</i> <i>(iv) use LEA consultants to monitor review process to ensure consistency across all areas of the college</i>	<i>member</i> <i>HT & HoDs</i>	<i>2000 review termly</i> <i>Apr 99 - July 99</i>	<i>subject</i> <i>5 days consultancy at £400 per day - total of £2000</i>	<i>Link governor invited + note of meeting</i> <i>LEA adviser via reports from SST and advisers</i>	<i>SST by half-termly report to governors</i>	<i>LEA reports show evidence of more effective links between managers</i>
--	--	---	--	--	--	---	---

15. In other cases, a generalised key issue, such as 'raise standards', needs to take into account when actions are being planned, and where, in particular, standards need to be raised. This can be done by identifying the relevant paragraphs from which the main findings have been derived and noting what inspectors said about the causes of the weaknesses. If standards need to be raised throughout, then it is usually sensible to concentrate on the core subjects first.

16. Occasionally, it makes sense to combine two key issues or to subsume work on one key issue within others. If these approaches are adopted, then it is important to show clearly how each action relates to the key issues, usually through cross-referencing.

The actions necessary to achieve change and improvement

17. The actions planned must be appropriate to eradicate the weaknesses in the school and deal with the reasons underlying the identified areas for improvement. In the example below, from a primary school, each strand of the key issue is used as a target or objective. Overall success criteria are set for the key issue, relating to improvements in the quality of teaching. Actions then relate to the specific target set.

Example from a primary school

Key Issue 4: improve the quality of the curriculum and assessment procedures by:

have a coherent overview of curricular provision throughout the school which fully takes account of mixed age classes, within six months.

securing a teaching programme which provides all pupils in the same year group with similar educational experiences;

providing effective guidance in schemes of work for all subjects which support teachers in their planning;

developing clear guidance for teachers in monitoring the development of pupils' knowledge, understanding and skills;

E keeping accurate records to ensure that progress and attainment can be monitored effectively.

Key Issue 4A: Improve the quality of the curriculum and assessment procedures by developing a comprehensive and coherent overview of curricular provision throughout the school which fully takes account of mixed age classes.

Target(s)	Action/tasks
<p>4A) To have a coherent overview of curricular provision throughout the school which fully takes account of mixed-age classes, within six months.</p>	<p>i) Outline each area of the curriculum to provide a two-year cycle to ensure coverage of National Curriculum.</p> <p>ii) Establish curricular links between curriculum areas, particularly in ICT, and ensure balance across key stage.</p> <p>iii) Produce a usable and effective curriculum map in order to identify both content and key learning objectives for each subject and year group.</p> <p>iv) analyse the use of time by producing a time audit and then agree the amount of time to be spent teaching each subject in each year group.</p>

Overall success criteria for this Key Issue:

By establishing a clear curricular framework where learning objectives and outcomes are clearly stated and assessment informs future planning, the quality of teaching and learning will continue to improve so that:

- *the teaching in at least 90% of lessons will be satisfactory or better by March 2000*
- *the teaching in at least 90% of lessons will be satisfactory with at least 50% good or better by December 2000.*

18. In planning any actions, some important questions are:

- **have we identified all the practical steps we need to take to address the issues?**
- **will the steps lead to some identifiable, preferably measurable, outcomes - namely, raised standards and improved progress of the pupils, as well as changes to the quality of education we provide?**
- **are the actions clear and specific? Do we know exactly what we intend to do?**
- **will the actions help us meet our agreed objectives? How?**
- **will the actions help us improve the school Will the actions help us remove the weaknesses quickly enough?**

19. The actions must be clear, achievable and easily understood. Actions must address the key issues and be likely to raise standards. For example, in a primary school, one of the serious weaknesses was the low standards in science in Key Stage 1. The key issue was to 'raise standards in science', and the two causes of the weakness, as described in the inspection report, were the unsatisfactory quality of teaching of experimental and investigative science and the poor subject leadership in the school. The actions to address these weaknesses included:

- changes to the scheme of work to include more experimental and investigative science;
- organising two staff training sessions on investigative science for all Key Stage 1 teachers;
- revising the teaching strategies used in Key Stage 1 science to incorporate more inquiry and investigations for pupils;
- enlisting the help of the LEA science adviser to work with the co-ordinator.

20. None of these actions will automatically lead to higher standards. But they are clear, practical and relate to the key issue. When resourced, monitored and evaluated, they provide a good basis for improvement.

21. Some actions will relate to more than one key issue: cross-referencing is more efficient than repetition and avoids confusion.

Who is responsible?

22. Responsibility for leading actions must be stated clearly. If more than one person is involved, then their responsibilities must be specified. In implementing new assessment procedures, for example, the assessment co-ordinator and subject leaders may have responsibility for leading particular actions. The means by which the outcomes of actions are reported, for example to the headteacher or governing body, should be clear:

- **Who carries overall responsibility for taking the action? Is this person identified clearly?**
- **Who else is involved and how? Who will do what, when and how?**
- **Is there a line of accountability identified: for example, headteacher, subject co-ordinators/ heads of department**
- **Has every key person been identified? - headteacher, senior managers, class teachers, governors, other agencies such as education welfare services, LEA advisers and other consultants?**
- **Are individuals' workloads manageable?**
- **Is it clear who reports on progress to whom, how and how often?**

Timescales

23. The timescale set needs to be realistic, have a sense of urgency and fulfil the statutory requirements for schools in serious weaknesses (one year) and special measures (maximum two years).

24. When will the actions be started and finished? Are key milestones shown at which progress may be monitored? Are these linked to monitoring and evaluation so that progress can be assessed?

- **Is it clear when progress will be reviewed, monitored and evaluated?**
- **Is the time commitment for each person involved calculated?**
- **Is there an appropriate sense of urgency, to address weaknesses within the required time?**

- **Are our priorities correct?**
- **Are actions, including monitoring and evaluation, phased to be manageable, allowing for the load on individuals and the effects of taking teachers out of classrooms?**
- **Is an overall time-line appended to the plan?**

Case Study - a primary school in the West Midlands

25. A school should begin taking action immediately following the oral report at the end of the inspection, and certainly prior to the publication of the action plan. It is useful to summarise these actions, when submitting the plan, in order to put the planned actions into context. The example below shows an extract from such a summary.

KEY DATES

SUMMER TERM	
28 June - 1 July	OFSTED inspection
1 July	Meeting chair of governors, head, senior management team with general adviser to consider oral report and outcomes
8 July	Meeting of headteacher (HT) and general adviser to plan immediate action.
19 July	Feedback to senior management team (SMT) and governors from registered inspector.
20 July	Full staff meeting with LEA advisers regarding procedures for special measures
21 July	SMT meetings to consider draft report
21 July	Meeting of head and general adviser re action planning
AUTUMN TERM	
2 September	OFSTED report received
2 September	Meeting of HT and general adviser to plan training day
6 September	Staff training day on action planning led by LEA (pm session)
8 September	Governors meeting to consider implication of special measures and plan action with LEA officers
9 September	Publication of report to parents
17 September	Action planning - HT meeting with adviser to review progress and plan next steps.
21 September	Meeting - action planning Key Issue 2c - HT (science co-ordinator) and LEA science adviser
22 September	Meeting - action planning for Key Issue 2a - English co-ordinator and LEA literacy consultant

26. The timetable for the actions must reflect the priorities for the school. The plan should include starting dates, end points and review points. An overall timeline, appended to the plan, can help staff and governors assess how achievable the plan is. The plan needs to have a sense of urgency, but actions should be phased to avoid unrealistically heavy spells of activity. In order to ensure that progress is rapid it is important to begin some actions immediately after the inspectors' oral feedback, as soon as the key issues are known. Key milestones provide checks on progress and can be linked to monitoring activity. Timings need to match the availability of external support, such as literacy and numeracy consultants, training courses and LEA advisory staff. It is particularly important in small schools to balance the need

for staff to be released from class to carry out tasks against the potential effects on pupils' attainment and progress.

27. A time-line is a useful appendix to either an action plan or an LEA statement of action. It helps all those involved in implementing the plan to have a quick and easy overview of its progress, and gives those monitoring a ready guide to when actions begin, are reviewed and end.

28. In the extract on the next page, the school has produced a helpful time-line for each key issue.

KEY ISSUE 2: *improve the management of the school*

TIMELINE FOR KEY ISSUE 2											
TARGETS	SPRING 2000		SUMMER 2000		AUTUMN 2000		SPRING 2001		SUMMER 2001		AUTUMN 2001
2A) To provide systematic and rigorous monitoring of the school's aims values and policies	Review School aims		Produce an effective monitoring and evaluation policy		Commence implementation of policy		Monitor	Review policy	Monitor ⇒		
2B) To analyse pupil progress and make informed decisions about target setting		INSET	Individual pupils targets set			Review		Review		Review	Review
2C) To continue with the governors OFSTED ACTION PLANNING committee to enable a monitoring of the ACTION PLAN. (To be known as the Monitoring Committee)		Meet Termly to monitor		Meet termly to monitor		Meet termly to monitor		Meet termly to monitor		Meet termly to monitor	Meet termly to monitor

Resources

29. It is advisable to have an overall breakdown of the budget appended to the plan. Actions have costs in both time and money and it should be possible to total the cost of implementing the actions for each key issue. Where possible, the sources of finance should be indicated, including totals from the school's delegated budget as well as external sources such as LEA grants and the Standards Fund.

30. Have we estimated the costs in terms of:

- **time; for staff development, planning, implementing, consolidating, monitoring and evaluating;**
- **supply cover to release staff to carry out actions;**
- **materials and equipment;**
- **buildings and accommodation?**
- **Are sources of funding identified?**

31. In this example from a primary school with serious weaknesses, the affordability of the actions is easy to calculate. A running total of the financial cost is kept at the foot of each page of the action plan showing, in this case, the costs to the school's budget.

<i>Key Issue 4:</i>	<i>Use the information gained from the assessment of pupils' work to fully inform curriculum planning</i>
---------------------	---

<i>Overall 'Key' Success Criterion: Attainment of pupils at the end of both key stages rises to be in line with national averages for similar schools by 2002.</i>
--

<i>Targets</i>	<i>Action/Tasks</i>	<i>Personnel responsible for action</i>	<i>Other personnel involved</i>	<i>Timescales - start, end and review</i>	<i>Resource implications</i>
4b Further develop the use of assessment by class teachers to better inform short term curriculum planning	i. Review the school PARR document (Planning Assessment, Recording and Reporting) to ensure that it offers detailed guidance on the use of assessment by class teachers to inform short term planning	Assessment Co-ordinator	LEA adviser	February 2000	LRS adviser £200 Non-teaching time for co-ordinator £65
	ii. Arrange for the specialist adviser for assessment to provide high quality inservice training for staff to improve their understanding of the purposes of assessment.	Assessment Co-ordinator	Assessment adviser All staff	March 2000	Staff meeting time Adviser £195
	iii. Review record keeping to ensure that the progress and attainment of pupils is monitored effectively.	Assessment Co-ordinator	SMT	April-December 2000	Non-teaching time for co-ordinator £65
	iv. Review short term planning format to ensure that it provides adequately for teachers to recognise assessment opportunities and outcomes	Assessment Co-ordinator	SMT All staff	April 2000	Non-teaching time for co-ordinator £130
	v. Monitor planning to ensure that teachers are illustrating how planning is being modified in response to recent assessment information	Assessment Co-ordinator	SMT All staff	April-December 2000	Non-teaching time for co-ordinator £65
	vi. Further develop portfolios of work in English, maths, science, ICT and RE which exemplify attainment at each level and arrange for samples of work in these subjects to be moderated against the agreed portfolios of work.	Assessment Co-ordinator	Subject Co-ordinators	Autumn term 2000	Non-teaching time for co-ordinator and subject co-ordinators 6 x £130
		Assessment Co-ordinator			
Total Cost this page					£1500

32. Total costs of the action plan can then be calculated easily. This is vital in helping the governors assess the affordability of the planned actions, the LEA to identify the costs of their support, monitoring and evaluation and in making these costs to those identified in the LEA's statement of action. Identifying the source of the proposed funding, at the planning stage, is therefore crucial.

Cost of Action Plan

Key Issue	Extra Staffing	Training Costs	Resources	Overall Total
1. Improve the provision for children under five	5090 (SB,SIG)	2240 (SIG,SB)	845 (SIG)	8175
2. Establish a clear education direction for the school and continue to develop the management role of the governing body.		600 (SIG)	225 (SB)	825
3. Raise standards in information technology by ensuring that the curriculum for information technology fully meets statutory requirements and continue to place a high priority on acquiring extra resources.		1465 (SF)	6075(NGfL, SIG)	8440
4. Use information gained from the assessment of pupils' work to fully inform curriculum planning.		790 (SIG)	1495 (SIG)	2285
5. Introduce planned opportunities to develop the spiritual and cultural development of all pupils.			2080 (SIG, SF)	2080
6. Put formal procedures in place to monitor and evaluate the quality of both teaching and school curriculum in order to identify, share good practice and ensure greater consistency in the approach to teaching and planning.		1540 (SIG, SF)	1040 (SIGN, SF)	2580
7. Improve provision for pupils with special needs supported by the school		385 (SIG)	195 (SIG)	580
Other Issues: Introduce a written policy outlining induction procedures for both newly qualified teachers and staff who are new to the school. Continue to find ways of challenging higher attaining pupils both in lessons and through increased opportunities for independent research.		330 (SIG)	250 (SB)	580
Total:	5090	7350	13105	25545

Budget

Standards Fund (SF)	2185
School budget (SB)	5280
National Grid for Learning (NGfL)	6000
School Improvement Grant	<u>12080</u>
TOTAL	<u>25545</u>

Success Criteria

- Are the success criteria directly related to improving standards?
- How will the actions affect the pupils?
- Does the plan include measurable targets against actions where appropriate?

33. Success criteria relate closely to strategies for evaluation. The criteria should, where possible, be measurable; for example, schools should state percentage targets for raising standards in tests and examinations, for example from 65 to 70 per cent at Level 4, rather than giving general aims such as 'improved attainment in Key Stage 2 English'. The setting of clear success criteria helps a school evaluate the success of its actions. General success criteria, such as 'improved attendance among pupils in Year 10 and 11' give no basis for the school to evaluate the effects of its actions. Where possible, success criteria should relate directly to pupils, for example 'reduce the number of incidents of temporary exclusions from 160 per year to 60 per year'. It is equally important to quantify the improvements in teaching, for example 'improve the proportion of satisfactory or better teaching from 70 per cent to 90 per cent by July 2001'. Unrealistic targets, however, can result in a sense of failure. For example, while a target of 100 per cent satisfactory or better teaching, or 100 per cent attendance by pupils is an ideal, it is not always realistic. Interim targets are often helpful, especially for the quality of teaching. There are also occasions when targets cannot be set until new systems have been introduced, for example, for logging punctuality and incidents of poor behaviour or standardised testing. In these cases, the plan should indicate when the system will be established and when targets will be set.

34. In the example of an infant and nursery school with serious weaknesses, success criteria for the area of improvement are realist and quantified. Evaluation methods are expressed clearly and conclude with the reporting arrangements to the governing body.

Key Issue 2 <i>To raise standards in English</i>	Lead responsibility <i>Headteacher and Literacy Co-ordinator</i>
Success Criteria: <i>The school to achieve National Curriculum test results at least on average with similar schools - 5% increase in the proportion of children reaching Level 2 in reading and writing in 2001 tests.</i>	Evaluation methods and outcomes: <i>1) Analysis of National Curriculum test results: use of LEA performance handbook and PANDA. 2) Use and analysis of optional NFER tests to give clear indication of attainment in English and progress towards targets. 3) Report to governors.</i>

35. In this special school with serious weaknesses, success criteria are closely related to the outcomes of actions, in this case to improve the quality of teaching at Key Stage 3. Quantified success criteria are included, which show a realistic improvement from the levels achieved at the time of the inspection.

PRIORITY 1	1.0 Improve the quality of teaching in Key Stage 3 by ensuring that: <ul style="list-style-type: none"> the work set matches the needs of the most able and least able; assessment systems are extended in all subjects areas and information obtained is used to plan future lessons. 					
Activity: 1.2 TEACHING	Improve the quality of teaching in KS3 and raise standards					
Tasks	School Action	Time allocation and deadlines	Responsibility	Evaluation Who? How?	Resources and training needs SB - School budget	Success criteria
1.2.3 Review the most effective teaching methods and disseminate these to improve the quality of teaching	a. Raise awareness by developing good practice in twilight sessions. b. Look at 'adopting' the NLS and NNS form of delivery. c. Set up an evaluation time-table. d. Extend regular and rigorous evaluation of teaching in the classroom. e. Feed back to staff.	a, b, c, d, e. Jan 2000 - July 2000	a, b, c, d, e SMT	a, b, c, d, e. SMT	LEA = INSET - effective teaching methods LEA 1 day £350 (00/01) SB - release time 7 teachers 3 half days a year to evaluate £1680 (99/00 £700 00/01 £980) E= external evaluation by Advisers	Evaluation shows standards of teaching are good or at least satisfactory in all subjects. (30% good; 90% satisfactory or better).
Focus: ✓ improving the quality of teaching ✓ raising achievement and progress improving the quality of leadership and management		Aspects: <ul style="list-style-type: none"> employment of permanent teaching staff matched to subject expertise KS3 and 4 timetable subject specialism/co-ordination effective teaching methods 		Who are activities aimed at? <ul style="list-style-type: none"> ✓ SMT ✓ Co-ordinators ✓ Teachers ✓ Support staff ✓ Pupils, Governors, Parents/Carers 		Budget: School Standards Fund Grant 1 \$5600 + SEN supply £3120 School budget - release time for monitoring by co-ordinators £1680 SSF budget

Monitoring

- Who will monitor to check that actions have been taken at the times specified by the action plan?
- When will monitoring take place?
- How will the outcomes be reported?
- What is the role of the governing body?

36. Governors often have an important role in monitoring whether actions have been taken at the times specified by the people identified in the plan. Those involved in monitoring, such as the headteacher, subject co-ordinators or the senior management team should report back to committees of the governing body. Many schools have found it helpful to establish a specific group for monitoring the implementation of the action plan, comprising governors, representatives of the LEA such as a link adviser and officer and the headteacher or deputy headteacher. Those leading the actions should not be those responsible for monitoring them.

37. In this primary school in special measures, the governing body have prefaced each section of the action plan by summarising what needs to be done under each key issue and what this means for the school. This can be used to help the governing body check the progress of the plan.

<p><i>Key Issue 6: to ensure that all statutory requirements are met in regard to child protection, appraisal, annual report to parents, health and safety issues, risk assessment, registers and lateness.</i></p>	
<p><i>In order to achieve this we will:</i></p> <ul style="list-style-type: none"> • <i>Draw up a school Child Protection Policy which is in line with LEA model.</i> • <i>Develop a school appraisal programme.</i> • <i>Ensure contents of Annual Report to Parents are in line with statutory requirements.</i> • <i>Review Health and Safety policy.</i> • <i>Ensure a full site risk assessment is carried out annually.</i> • <i>Produce guidance on completion of registers.</i> 	<p><i>This means that:</i></p> <ul style="list-style-type: none"> • <i>All staff are fully aware of Child Protection procedures.</i> • <i>Staff are appraised in line with LEA policy.</i> • <i>Annual Report to Parents 2000 will include all statutory requirements.</i> • <i>School site is 100% safe for pupils and staff.</i> • <i>Registers are all completed correctly.</i>

38. Methods of monitoring the progress of the action plan may need to be varied, to reflect the diversity of actions, as shown below in the extract from an action plan of an infant and nursery school with serious weaknesses.

Tasks	Monitoring Arrangements
Key Issue 1: To Improve the leadership of the school	
1) To review and agree a single set of aims which influence the progress of the school	Final document to be reviewed by headteacher, link inspector, chair of governors and submitted for assessment as part of investors in people
2) Review organisation of the school, including classes and provision for pupils with SEN, against the published aims	Report to governors and LEA inspector
3) Review headteacher's job description	Governors to review job description against programme of work of headteacher
AND	
Key Issue 3: To raise standards in science	
Success Criteria Improve standards in science from the present position (average for similar schools) by 5% by 2001.	Review of planning and classroom observations by link inspector (LEA science inspector)
1) Review planning for pupils' practical work to ensure it meets the needs and abilities of all children.	Link inspector to observe introductions and plenaries and give feedback to all staff.
2) Review and improve introductions and plenary sessions in science lessons.	

39. The most effective success criteria usually relate to tangible benefits for the pupils; for example, in improved attainment, improvements in the proportion of good teaching or lowering rates of exclusion. In the example below, from a PRU, the success criteria are expressed too vaguely, refer too often to actions taking place rather than the quality of the outcomes. If the centre did not amend these, governors will have difficulty in assessing how effective actions have been; for example what difference they have made. No success criteria are quantified, for example, the proportion of lessons that are satisfactory or better, or the extent to which pupils' attainment is raised.

Target 6: To use assessment information to improve curriculum lesson planning	
Action	Success criteria
1) To make explicit to pupils what they are expected to be able to do or understand at the end of a topic and how they will be assessed.	Pupils will know criteria and be able to show improvement. Staff are clear about assessment outcomes and integrates them into their plans.
2) To undertake regular lesson observations with agreed focus.	Lessons observed and feedback given to teachers.
3) To build on established assessment practice in induction group	Assessment practice improved.
4) To ensure that lessons take into account information from statement IEP targets and ongoing assessment	Lessons plans are linked to assessment. Achievement raised.

Evaluation

40. The action plan needs to state who will carry out the evaluation and how it will be carried out and reported. It should be clear, for example, how frequently teaching is to be observed, whether teachers will receive feedback, what form this will take and whether there is to be an overall report for governors and the LEA. Similarly, procedures for analysing and reporting test and examination results should be stated.

- Who will evaluate that the actions have led to improvements?
- When will evaluation happen? How will it be done?
- How will it be reported and to whom?

41. More frequently, governors are involved directly in monitoring rather than evaluation, ie checking that the planned actions have taken place and that they have taken place on time, rather than assessing the impact of the planned actions on standards in the school. Successful evaluation requires the accurate judgements of senior managers, including the headteacher, often supported by the more external judgements of LEA personnel. In the example below from a primary school, the governor with responsibility for SEN is supported by the headteacher in monitoring progress and by an adviser in evaluating the impact of actions taken to improve the use of information in pupils' individual education plans (IEPs) in planning lessons. This leads to a review of the action's effectiveness and some necessary amendments.

Key Issue 7: *improve the provision for pupils with special educational needs supported by the school by:*

- *reviewing pupils' individual education plans more frequently*
- *using information from these plans to assist the teachers' daily planning*

Overall 'Key' Success Criterion: *Provision for pupils with special educational needs enables all pupils to make progress commensurate with their ability.*

Target(s)	Action/Tasks	Monitoring and reporting on progress with action/tasks	Evaluation of progress made in meeting target(s)
<i>7b Review the use of information from pupils' individual education plans in assisting teacher's daily planning.</i>	<i>i. Staff INSET on use of IEPs in daily planning</i> <i>ii. SMT to look at best practice in daily planning with regard to use of IEPs and discuss with staff</i> <i>iii. SMT to disseminate information to staff results of review and policy implications</i>	<i>Headteacher/SEN Governor review new use of IEPs and reports to Curriculum Committee in general terms</i>	<i>SEN Governor supported by the ISST Advisor to report to Governing Body at six monthly review</i>

LEA STATEMENTS OF ACTION AND COMMENTARIES ON SCHOOLS' ACTION PLANS

The role of the LEA

42. The LEA should work closely with the headteacher and governing body of the school and, if appropriate, the diocese, to draw up the action plan immediately following the inspectors' oral feedback. The LEA should also prepare a commentary on the school's plan and a statement of action to be submitted alongside the school's action plan if the school has serious weaknesses, or within ten days in the case of schools in special measures. The commentary and plan of action must address the following questions.

- Has the school and the LEA worked together in drawing up the action plan?
- What action will the LEA take to support the school?
- How will the LEA's services support the school?
- Is it clear when and how much support will be given?
- Is there a balance in the LEA's statement of action between advice and support and monitoring and evaluation?
- Does the LEA intend to use its special powers to appoint additional governors and/or suspend the right to a delegated budget?
- For schools in special measures: what is the LEA's target date for removal of the school from special measures?

43. The most successful statements of action relate directly to the school's action plan: the two documents sit comfortably together, often in layout and structure and, more particularly, in linked actions. Cross-referencing is used, for example, the school's plan is likely to contain references to the LEA's support, monitoring and evaluation, and these references should be traced directly to the LEA's statement. Similarly, where costings are given, for example for LEA support, these should be specific and cross-reference easily to the school's plan. The actions should be timed to coincide with the school's priorities.

44. The LEA's statement should:

- be specific to the school;
- contain actions that are practical;
- distinguish between support, monitoring and evaluation;
- have exact costings;
- nominate the persons involved;

- use success criteria for the school's improvement to help measure the impact of the LEA's actions.

45. There should be clear links to each key issue in the school's plan. The statement should indicate when and how much support will be given to the school; for example 'the literacy consultant is to spend two days observing lessons in the autumn term with feedback at a staff meeting,' rather than simply 'additional help from the literacy consultant'.

46. A typical structure is shown over page.

<u>What is to be achieved?</u>	<u>What are the key tasks necessary to achieve these objectives?</u>	<u>What are the key dates by which the work must be done?</u>	<u>Who will be responsible for ensuring the objective is achieved?</u>	<u>What will show how successful we have been?</u>	<u>What are the systems for monitoring?</u>	<u>How will the effects of actions be evaluated?</u>	<u>What resources are needed?</u>
3.1 Strengthening the current approach to monitoring classroom practice across the college at all levels	a) Training session for key staff on effective approaches to monitoring classroom practice	July 1999	Assigned inspector	Improved monitoring practice leading to improved quality of teaching (95% of teaching to be judged satisfactory or better; 25% to be very good or excellent). NB: Improved management of pupils' behaviour to be a particularly important feature of the teaching.	Lesson observations and interviews with key staff by 2 x inspectors	Improved % of satisfactory or better teaching from 80% to 95%.	£110 for 1 hour.

47. For schools in special measures the LEA is required to produce a commentary which should provide an assessment of the school's ability to implement its action plan successfully. It should:

- assess the effectiveness of the governing body's action plan;
- set out any points governors have neglected to cover in the plan;
- state how long the LEA has been aware of the school's problems and the action taken to remedy them.

48. A commentary in continuous prose enables the LEA to give a context to its statement of action and meet the requirements of Circular 6/99.

49. An LEA's commentary on a school's action plan should be sufficiently evaluative to highlight weaknesses as well as strengths, showing the LEA's thorough knowledge and understanding of the school and its planning, as well as an understanding of what needs to be done. The example below is an extract from the LEA's commentary on the plan of a secondary school with serious weaknesses. Of particular significance is the LEA's observation that success criteria need to be sharpened. Furthermore, the LEA has acknowledged the weaknesses evident from the Section 10 report in the teaching of science in order to address these weaknesses with the necessary urgency.

"The school has been advised that success criteria in a number of areas are lacking in sharp, measurable outcomes. For example, in Key Issue 3 the improvement in pupils' practical skills, as measured in teacher assessments and National Curriculum tests, could indicate a specific percentage improvement target. Similarly in Key Issue 7 the success criteria should give a specific expected percentage increase in performance outcomes in National Curriculum tests in 2000. The school recognises this and will include specific data in its development plan.

The school has also been advised that while the action plan does address the key issues for action it has not directly addressed the other issues listed in the report for governors' consideration. These issues will be included in the school's development plan 1999-2002 and will come before the relevant governor committee for discussion over the next year.

The concern over unsatisfactory teaching in science in Key Stage 3 led the LEA to advise the school about the possible monitoring of teachers. The school, in order to reduce the effects of a possible deficit budget, has commenced redundancy procedures. A teacher of science is involved in this process. Furthermore, the headteacher is working closely with the head of science in a mentoring role.

50. In the example overleaf, an LEA is supporting a secondary school with serious weaknesses. The extract from the statement of action shows a number of strengths. The full statement of action should: assess the scope for the school to be closed, including an examination of surplus places in better-performing schools; explain the action the LEA has taken to support the school; propose alternative action if the LEA's commentary has said that the governing body's plan is unlikely to be effective in whole or in part; state whether the LEA intends to use its powers to appoint additional governors or to suspend the right to a delegated budget and confirm the target date for removal of special measures (maximum two years) or to eradicate the causes of the serious weaknesses (one year). Some of the strengths of the statement of action include:

- the format mirrors the school's post-inspection action plan;
- the priority for development relates closely to the key issues, the serious weaknesses, and makes clear cross-references to them. In this way, the school is able to match the support of the LEA to its own actions;
- success criteria are clear, are quantified and, in this case use the improved levels of attainment negotiated with the school which feature in the school's post-inspection action plan;
- tasks are expressed clearly;
- those responsible for leading the actions are distinct from those with responsibility for monitoring;
- evaluation methods are pertinent to the focus of development, ie improving the quality of teaching; and
- the time for implementation runs for about a year, from summer term 1999 to summer term 2000, to address the serious weaknesses in teaching.

Priority for Development: 1	To support the school in raising levels of attainment through improving the quality of teaching				
Success criteria:	School has in place appropriate strategies for monitoring, evaluating and improving the quality of teaching. Classroom performance and levels of attainment improve from an average KS3 NC level 4.29 to >4.5 and to meet the agreed targets for GCSE in summer 2000.				
Evaluation methods:	Feedback from lesson observations by HoDs and senior managers to link inspector. Half-termly review of progress between link inspector and senior manager				
Task	Linked to School Action Plan	Lead Personnel	Resources	Time-line start/ completion	Monitoring Who/When
1.1 To provide training for the teaching staff on: the characteristics of a 'good' lesson; an agreed format for short-term planning	Key Issues 1 & 2	Link inspector	1.5 days inspector time for link inspector (Devolved funding)	May 27/28 1999	<ul style="list-style-type: none"> . Senior inspector in receipt of in-service evaluations May 99 . Staff inspector monitors quality and delivery of all targeted support on termly basis . Senior inspector in receipt of in-service evaluations . Senior inspector in termly meeting Dec 99 Staff inspector monitors quality and delivery of all targeted support on termly basis. . Staff inspector monitors quality and delivery of all targeted support on a termly basis. . Staff inspector monitors quality and delivery of all targeted support on a termly basis. . Link inspector support monitored by senior inspector on a termly basis.
1.2 To provide training for teachers of science in; producing schemes of work; short-term planning and assessment practice.	Key Issue 3	LEA's science inspector	2 days inspector time from standards fund (Devolved funding)	June 1999	
1.3 To monitor lesson practices in science.	Key Issue 3	LEA's science inspector	4 days inspector time (Devolved funding)	Sept-Dec 1999	
1.4 To provide training for senior and middle managers in classroom observation criteria and techniques.	Key Issues 1, 2 and 4	Link inspector	1.5 days inspector time (Devolved funding)	Summer term - Autumn term 1999	
1.5 To support the SMT in developing a whole-school monitoring and evaluation policy.	Key Issue 4	Link inspector	0.5 day inspector time (Devolved funding)	Sept 1999	
1.6 To provide support and training for middle managers in monitoring and evaluating the quality of teaching through:	Key Issue 4	Link inspector	1 day inspector time (Devolved funding)	October 1999	
<ul style="list-style-type: none"> - work analysis - agreement trialing - target setting 			on-going support as part of PSE1 (Funded through Standards Fund)	Oct-July 2000	

Priority for Development: 2	To support the school in raising levels of attainment through target setting				
Success criteria:	Staff have knowledge of and confidence with assessment process and data. Coherent use and analysis of assessment information in place and being used to inform planning, target setting and decreasing the negative residuals in mathematics and science by at least 0.25 of a grade.				
Evaluation methods:	Link inspector to confirm that assessment data is being effectively used in practice to inform planning and set targets for individuals, classes and whole cohorts - following discussions with assessment co-ordinator and headteacher.				
Task	Linked to School Action Plan	Lead Personnel	Resources	Time-line start/ completion	Monitoring Who/When
2.1 To provide training for senior and middle managers in techniques for analysing performance data (Key Stage 3 NC tests, GCSE, Voc and A level)	Key Issue 5	Advisory and Inspection Services	2 x 0.5 day inspector time (Consultancy fee funded from school" budget	Oct/Nov 1999	Senior inspector in termly meeting with link inspector
2.2 To support the middle managers in developing target setting for classes and individuals	Key Issue 5	Advisory and Inspection Services	0.5 days inspector time from Standards Fund (Devolved funding)	Nov 1999	Senior inspector in discussion with link inspector
2.3 To support senior managers in developing subject and whole school targets for KS3 and KS4.	Key Issue 5	Advisory and Inspection Services	0.5 days inspector time from Standards Fund (Devolved funding)	Nov/Dec 1999	Senior inspector in discussion with link inspector Staff inspector monitoring quality and delivery of all LEA targeted support on termly basis.

Case Study - an LEA working with a special school with serious weaknesses

LEA statements of action must be specific to the school if they are to be effective. In the example below, the LEA uses a similar format to the action plan produced by the school. The LEA organises its planned support and its monitoring by reference to each key issue. Cross-references are made to the school's plan, but the LEA statement of action is distinct from it. It is straightforward to compare the two plans, key issue by key issue.

Support for the school to improve standards, teaching and learning during the period of the action plan

Priority 1: *Improve the quality of teaching in Key Stage 3 by ensuring that: the work set matches the needs of the most able and the least able; assessment stems are extended in all subject areas and the information obtained is used to plan future lessons.*

	<i>Timescale and deadlines</i>	<i>Success criteria</i>	<i>Monitoring</i>	<i>Progress reports</i>	<i>Resources</i>
1.1 Planning and Assessment Cross-reference to school action plan: 1.1.1, 1.3.1 and 1.5.1 Link and subject advisers work alongside teachers giving advice and challenge on planning and assessment of pupils of all abilities	<i>Spring and summer terms 2000</i>	<i>Clear learning intentions in all teachers' plans shared with pupils. Assessment data used to inform planning successfully</i>	<i>Link adviser reviews teachers' plans, observes lessons, scrutinises work.</i>	<i>Progress reports to governors and LEA support group</i>	<i>5 days from appropriate subject advisers</i>
1.2 Teaching <i>Cross-reference to school action plan: 1.2.1, 1.2.2, 1.2.3 and 3.2.1.</i> <i>Subject and SEN advisers to provide training, advice and challenge to teachers in their specialist areas to improve subject knowledge, classroom practice and curriculum co-ordination, particularly in DT, ICT, MFL, HI, GG, MA.</i>	<i>Between January 2000 and December 2000</i>	<i>90% satisfactory subject teaching and 30% good teaching co-ordination judged by Dec 2000</i>	<i>Link adviser with SMT monitor through classroom observation and feedback.</i>	<i>Progress reports to governors and LEA support group</i>	<i>22 adviser days from allocation identified in EDP</i>

<p>1.3 Extension and differentiation to support the needs of more and less able students.</p> <p>Cross-reference to school action plan: 1.1.1, 1.3.1, 1.4.1 (See Action 1.2 Teaching)</p> <p>and</p> <p>1.4 Work of Support Staff</p> <p>Link adviser and support staff trainer to develop support staff roles through INSET and staff meetings.</p>	Spring 2000	Pupils receive direct and effective support. Support staff fully involved in planning and assessment of learning.	Link adviser and SMT making classroom observations	Progress reports to governors and LEA support group	2 AITS days
---	-------------	---	--	---	-------------

LEA commitment in response to Section 10 OFSTED inspection

1. Support for post-OFSTED Action Planning

<i>Activity</i>	<i>Timescale and Deadlines</i>	<i>Success criteria</i>	<i>Monitoring</i>	<i>Progress reports</i>	<i>Resources</i>
<p><i>Meetings to support the headteacher and governing body to construct a manageable and feasible Action Plan to address the issues raised in the Ofsted inspection report</i></p> <p><i>Eight meetings covering:</i></p> <ul style="list-style-type: none"> • <i>initial feedback to governing body;</i> • <i>explanation of governors' responsibilities in serious weakness schools;</i> • <i>setting up contact with critical 'friend' from another school;</i> • <i>consideration of headteacher's analysis of strengths and weaknesses in order to plan action;</i> • <i>drafting school's action plan with SMT and governors;</i> • <i>plan to monitor classroom practice;</i> • <i>setting up of LEA support group;</i> • <i>meetings to task key educational personnel, including specific advice for ICT, MFL, D&T, HI, GG and MA</i> 	<i>Between OFSTED inspection and November 1999</i>	<i>Action plan approved by OFSTED. Plan provides clear and manageable workload and supports school improvement</i>	<i>Through monthly review meetings of LEA support group, including headteacher</i>	<i>Link adviser reporting to chair of LEA support group</i>	<i>3 adviser days to support development of action plan.</i>
<i>Establishment of LEA support group led by head of advisory service and attended by headteacher</i>	<i>Monthly meetings</i>	<i>Targets of action plan fulfilled</i>	<i>Through head-teacher report to governors and adviser's report to county council members</i>		<i>4 adviser days over 1 year.</i>

An example of an LEA supporting a PRU with serious weaknesses

51. An LEA statement of action needs to be a fully costed document. In the example below costs are summarised against each key issue. In this way, the PRU is clear about the extent to financial support for each key issue and cross-referencing to the PRU's plan is more straightforward.

Funding to support the post inspection action plan 2000/01.

	Target	Costings for LEA support
1.	<i>By September 2000 the quality of information provided in pupils' statements or reviews for special education needs will provide a basis for targets for improvement.</i>	£660
2.	<i>To plan for and provide suitable accommodation for the Pupil Referral Unit</i>	TBA
3.	<i>To produce a 3 year development plan that meets OFSTED criteria</i>	£1,716
4.	<i>Management committee to monitor the work of the unit and provide support to improve it.</i>	£364
5.	<i>Area Co-ordinator and TIC to be clear about roles and responsibilities within the unit</i>	£1,000
6.	<i>To use assessment information to improve curriculum lesson planning</i>	£896
7.	<i>All teachers trained in literacy policy and implement it</i>	£660
8.	<i>Effective curriculum delivery and behaviour management of severe EBD pupils by all staff</i>	£330
9.	<i>Individual education plans contain SMART targets, which are used by staff to manage and improve behaviour, and raise academic achievement</i>	
10.	<i>Re-integration policy written and implemented</i>	
11.	<i>To train staff to manage the behaviour of severe EBD pupils</i>	£1,358
12.	<i>Register meets statutory requirements and attendance database developed</i>	
	EXPENDITURE	£6,984
		£6,984
		£600
	Total Expenditure	£7,584

52. In the case study below, an LEA is supporting an infant (with nursery) school. The statement shows costs clearly against each element of each key issue.

Development Priority	Purpose/Focus	Cost Days	Cost Financial	Source of Funding
1. 1.1	Link inspector support	2.0	£350 £350	Education Committee Standards Fund, devolved funding
1.2	Link inspector support	0.5	£175	Education Committee
1.3	Link inspector support	6.0	£2100	Standards Fund, devolved funding
1.4	Link/staff inspector support	3.0	£1050	Standards Fund, devolved funding
2. 2.5	Support for co-ordinators	2.0	£600	Standards Fund, devolved funding
2.6	LEA review	9.0	£3150	Standards Fund, devolved funding
2. 3.1	Assessment advice	0.5	£175	Standards Fund, devolved funding
3.5	Literacy inspector advice	0.5	£175	Standards Fund, devolved funding
4. 4.1	Science inspector advice	0.5	£175	Standards Fund, devolved funding
4.2	Science inspector advice	2.0	£700	Standards Fund, devolved funding
5. 5.1	Improving the monitoring of teaching	0.5	£175	Standards Fund, devolved funding
6. 6.1	Behaviour support inspector	1.0	£350	Standards Fund, devolved funding
6.1	Behaviour support - head of PRU's supply costs	2.0 supply	£240	Standards Fund, devolved funding
6.4	PSHE inspector support	0.5	£175	Standards Fund, devolved funding
7. 7.1	Assessment inspector support	0.5	£175	Standards Fund, devolved funding
7.2	Assessment support	1.0	£350	Standards Fund, devolved funding
7.4	Core skills planning	1.0	£350	Standards Fund, devolved funding
7.6	Early years support	0.5	£175	Standards Fund, devolved funding

Summary of Costs of LEA Action Plan

	Days	Standards Fund - Devolved funding/Targeted support £	Education Committee Funding £
<i>Advisory and Inspection Service (AIS)</i>	<i>31</i>	<i>10,850</i>	<i>525</i>
<i>Supply cover (for PRU)</i>	<i>2</i>	<i>240</i>	
<i>Total</i>	<i>33</i>	<i>11,090</i>	<i>525</i>

Development Priority	Days of Support	Total Cost (£)
<i>1</i>	<i>11.5</i>	<i>4025</i>
<i>2</i>	<i>11.0</i>	<i>3850</i>
<i>3</i>	<i>1.0</i>	<i>350</i>
<i>4</i>	<i>2.5</i>	<i>875</i>
<i>5</i>	<i>0.5</i>	<i>175</i>
<i>6</i>	<i>1.5</i>	<i>525 + 240</i>
<i>7</i>	<i>3.0</i>	<i>1050</i>
<i>Total</i>	<i>31.0</i>	<i>10850 + 240</i>

Case study of an LEA working with a secondary school with serious weaknesses

53. The LEA's statement of action, for both a school in special measures and one with serious weaknesses, must assess the scope for the school to be closed, including an examination of the number of surplus places in better performing local schools. In the case study below, the LEA has studied projected numbers carefully, but decided that the issue of better-performing local schools is not of great significance due to the relative geographical isolation of the secondary school concerned.

The viability of the school

54. Consideration should be given by the LEA to the continuing viability of the school in terms of pupil numbers.

55. The school roll indicates a decrease in the number on roll over the next 3 to 4 years. The current number on roll is 502, with a fall predicted to 480 in the year 2002-2003. The school's accommodation limit is 911, with a standard number and admission limit of 179. There are currently 409 surplus places in the school, using the DfEE's figure for accommodation.

56. Projections for numbers on roll for September 99/00 to 2003/2004 are as follows:

September 99/00	492
September 00/01	477
September 01/02	493
September 02/03	480

57. The following table indicates current rolls, projected rolls and school capacities for all the schools within a 5/6 mile radius. Transport costs are paid by the LEA beyond a distance of three miles.

School	Current '98 NOR	Predicted '99 NOR	Predicted '00 NOR	Predicted '01 NOR	Accommodatio n limit (DfEE)
School A	502	492	477	493	911
School B	1236	1250	1259	1246	1391
School C	1374	1395	1429	1450	1580
School D	720	727	753	758	1571

58. The school is a purpose built community school which acts as a local focus for many after school and weekend activities. The catchment area is the village of Blethwaite, originally a small mining community, which now also serves as a commuter base for workers in the nearby towns and city. The school was built in 1976 to meet the demand of a large private housing estate. Because the school was built relatively recently, provides for the local community and since the nearest comprehensive school is approximately 5 miles away the LEA has not previously considered the viability of the school.

An example of an LEA working with a primary school

59. LEAs must consider how they will evaluate the effectiveness of their support to a school with serious weaknesses or in special measures. It is helpful to describe the process (see case study below) but quantified targets are also needed, relating specifically to the LEA's work.

"The LEA will monitor and evaluate the effectiveness of its own support for the school through:

- termly meetings between the link inspector and senior inspector*
- termly reports from the senior inspector to the staff inspector responsible for the LEA's overall programme for schools causing concern.*

The LEA holds termly panel meetings to review the progress of all schools causing concern and in particular those with serious weaknesses and those in special measures. These are structured meetings between the advisory service, the appropriate area education officers, educational psychologist, education welfare officers and finance and personnel officers."

Often, the LEA uses the targets set by the school in its action plan, and evaluates its role in helping the school to achieve them (see below).

LEA Action Plan	
Priority for Development: 3	<i>To provide support and challenge to the school to raise standards in English</i>
Success criteria:	<i>SATs results in English in 2001 improved by at least 5% (% of pupils achieving level 2) over those in 1999. The results are at least in line with those of similar schools.</i>
Evaluation Methods	<i>Link inspector will analyse and evaluate the outcome of SATs in 2000 and 2001 and the outcome of planned optional Year 1 NFER tests in literacy during summer term 2001.</i>

Example of an LEA working with a Roman Catholic primary school

60. The LEA, in a footnote to its statement of action to support a primary school in special measures, acknowledges the need to support a school once special measures are removed

Lea support following ending of special measures categorisation

LEA Policy

Following the ending of the special measures category, the role of the LEA will be to support the school in its further improvement, particularly in the identified areas, but tapering its involvement over an agreed timescale to the level normally provided to schools under the Standards Fund, Management Partnership, Service Level Agreements/Statements and the LEA core services.

The LEA will:

- assist the school in drawing up its new Action Plan to address the school's key issues*
- draw up a parallel Action Plan; this will indicate how LEA personnel will be deployed to support the school's Action Plan and also include issues not included in the report but identified by the LEA or school which are restricting overall progress*
- through the Task Group, continue to monitor the school's progress and report on this to the Schools Monitoring Group (SMG). Following recommendation from the Task Group, SMG will agree a clear "signing-off" point with the headteacher, Chair of Governors and the school's Education Officer."*

The same LEA has established a task group with explicit terms of reference.

Lea task group for school in special measures: terms of reference

Key Accountabilities

- 1. To monitor, evaluate and support the governors' and headteachers' planning and implementation of the school's action plan.*
- 2. To monitor and evaluate the LEA Action Plan.*

Tasks

- 1. To draw up a draft LEA Action Plan. (To be agreed by the Education Committee and submitted to the DfEE).*
- 2. To co-ordinate the advice and support provided by the LEA to the headteacher and Governing Body, to avoid duplication or omission.*
- 3. To monitor and evaluate the LEA and school's action plans, commissioning further research necessary.*

Frequency of meetings

Meetings will be held at least every half-term and will last approximately 1½ hours.

Format of meetings

- *An agenda will be circulated before the meeting with any supporting papers.*
- *A major item will be to review progress on the LEA and school's action plans.*
- *Each member will provide an update of progress (or otherwise) in their area since the last meeting.*
- *Minutes will be taken by the education officer's department and circulated to the membership, with copies to Chief Inspector and Head of Policy and Planning.*

Monitoring and Evaluation

The LEA's Action Plan will be monitored and evaluated by:

- *An LEA Task Group (comprising the key LEA officers, a Diocesan representative and the Headteacher and Chair and Vice Chair of Governors) involved in supporting the school (half-termly). The remit for this group is attached as Appendix B. It plans and co-ordinates the LEA's support, monitors and evaluates school activity.*
- *Reporting on the progress made by the school and LEA towards meeting the targets in the respective action plans to the LEA Members' Schools Monitoring Panel."*

SOME COMMONLY ASKED QUESTIONS ABOUT ACTION PLANNING

61. *What is the difference between monitoring and evaluation?*

Monitoring means checking that actions have taken place as planned, and on time. Governors are commonly involved in monitoring the progress of the action plan, less commonly in evaluation. Evaluation is the process by which the impact of the actions is measured, in other words the effects of the actions on, for example, improved rates of pupils' progress or rising attainment. The senior management, often supported by the LEA, frequently take on this role.

62. *What is the relationship between the post-inspection action plan and the school development(improvement) plan?*

The post-inspection action plan should address the areas for improvement/key issues for action in the inspection report, in other words the priorities identified by the inspection team. The action plan is likely to have a more restricted time-line, one year for a school with serious weaknesses, two years for a school in special measures. The school development or improvement plan is likely to be wider-ranging, including many of the school's priorities not identified as key issues from the inspection process, and running over a longer time period. The post-inspection action plan may be included within the school improvement plan but should be distinct from it.

63. *How does an LEA measure the effectiveness of its own actions?*

Many LEAs have established systems for monitoring and evaluating the progress of schools causing concern. Frequently, the link adviser acts as the regular point of contact and is well-placed to monitor the progress of the action plan against the success criteria in the school's action plan. A steering group may be set up, composed of representatives of the LEA, the governing body, the diocese (if appropriate), together with the headteacher, to oversee this process. However, the LEA may set specific targets to evaluate the effectiveness of its support not just the school's improvements. For example, if an LEA is supporting a school to improve its short-term planning as a means of improving the quality of teaching, a member of the LEA may evaluate the effective use and improvements to lesson planning, setting criteria accordingly. The school's success criteria may be expressed in terms of improvements in pupils' attainment and progress, as a result of the better planning of lessons.

64. *For a school in special measures or with serious weaknesses, from what point should the time-line begin?*

A school should begin thinking about its action plan from the point of the oral feedback by the registered inspector. Actions carried out prior to the publication of the action plan can be described in the introductory paragraphs, as valuable contextual information. The implementation of the action plan begins from the date of receipt of the inspection report. For schools in special measures, effective implementation of the plan should ensure that the school is removed from special measures within two years from this date. For those in serious weakness, the plan

should include a timetable designed to remove the causes of the serious weaknesses within one year of the inspection.

65. *What are appropriate success criteria?*

Where possible, success criteria should be measurable and specific, and related not only to the outcomes of actions taken but also to strategies for evaluation. For example, if the key issue for action is to improve the quality of teaching in mathematics, and actions relate to improving teachers' planning, the success criterion may be a quantified improvement in the quality of teaching of mathematics. The least effective success criteria are those that describe the completion of tasks rather than the impact of the actions. There is no need to set success criteria for each individual action. Rather, criteria may be set for a group of actions, to pinpoint specific improvements.

Appendix A:

SOME USEFUL PUBLICATIONS AND THEIR SOURCES

OFSTED

From Failure to Success (1997) ref HMI 109

Lessons Learned from Special Measures (1999) ref HMI 176

These are available free of charge from the OFSTED Publications Centre, Telephone 07002 637833 or 07002 O F S T E D, fax 07002 693274 or email freepublications@ofsted.gov.uk

Department for Education and Employment

DfEE Circular 06/99: Schools causing concern (1999)

Effective action planning after inspection: planning improvement in special schools (DfEE/OFSTED 1998)

These are available from the DfEE Publications Centre, telephone 0845 6022260

National Foundation for Education Research

Planning for action: Part 1 - A survey of school's post inspection action planning (1997). Price £5

Planning for action: Part 1 - A guide to post inspection action planning (1997). Price £5

These are available from the NFER Publications Dissemination Unit, The Mere, Upton Park, Slough SL1 2DQ. Telephone 01753 574123